

CHAPTER I

INTRODUCTION

A. Background

There are four basics of English language skills to have right at English, namely, speaking, reading, writing and listening. Speaking is the most important skill since it used by people to communicate primarily by students in studying English. Talking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994).

Based on the researcher experience, when teaching practicum at one of vocational high school. The researcher found the students are passive. Students still found difficulties in the speaking activity, such as fear of making mistakes, they lack confidence, fear being of laughed by their friends or do not have an idea to express their feeling and lack of vocabulary. They are embarrassed and do not want to take a risk to be wrong, so they withdraw themselves. These problems can cause the condition; one of the factors is not conducive class.

The role of the teacher is needed to help and make students increase their spirit and motivation in a learning process. In other words, teachers should use an effective learning method that can stimulate students to be more enthusiastic, active and take apart actively in the classroom by creating a conducive class atmosphere, especially in speaking activity. There are a lot of exciting methods can be used and suitable for the case. One of the methods can be used suggestopedia.

Suggestopedia was initially developed in the 1970s by the Bulgarian educator Georgi Lozanov. The approach based on the power of suggestion in learning, the notion being that positive suggestion would make the students more receptive and, in turn, stimulate learning. Suggestopedia is the techniques that use to provide positive suggestions include comforting students, setting up background music in the classroom, increasing individual participation, using posters to give a great impression while accentuating information, and providing teachers who are well trained in the art of teaching suggestion (Abdurrahman, 2005, p. 14).

Furthermore, this study aims to investigate the students' responses in the learning process using suggestopedia method. Suggestopedia method is used as the exact method of teaching speaking to improve students' speaking ability. Some reason is addressed to the use of suggestopedia method in teaching speaking, because suggestopedia is providing a positive suggestion and comfortable environment to enhance students' enthusiastic in the learning process, especially in speaking activity.

There are a lot of previous studies investigated about the contribution of suggestopedia method in teaching learning process, especially in speaking class. A study by Osman (2017) shows the factors that represent obstacles against the success of Suggestopedia as a method for ELT in the global classroom from various perspectives.

The study from Tarihi (2015) describes suggestopedia is a teaching method that was mobilizing reserves of the subconscious and in favor of comfort in the

learning environment, to reveal students' potentials. From the previous studies, needs a good strategy for the teacher to make a comfortable environment in teaching learning process to make students enjoy when learning process in the classroom then they can express their idea or feel easy.

Meanwhile, this study is different from the previous studies. The differences the background of the previous studies before is referred to the global classroom. Nevertheless, in this study, the researcher focuses on investigating students' response and the procedure of suggestopedia method in the classroom in senior high school level. Therefore, the researchers conducted to examine how suggestopedia can improve student's speaking skills in Indonesian context, in one of Vocational High School in Bandung, under the title "Suggestopedia Method to Improve Student's Speaking Skill: A Case Study in Senior High School."

B. Research Questions

Based on the explanation that has been mentioned above, the researcher formulates the research question as follows:

1. How is the process of teaching speaking by using suggestopedia method in the classroom ?
2. How are students' responses to the suggestopedia method in the classroom?

C. Research Objectives

From the research question, the researcher states that the following objective of the study is:

1. To know the process of teaching speaking by suggestopedia method in the classroom.
2. To find out students' responses of suggestopedia method at the classroom.

D. Significances of the Research

There are two aspects of the result of this research: the issues are theoretical and practical.

Theoretically, this study can be used as a reference for using suggestopedia- a fun method- that will make students more interested, comfortable and be enjoying the learning process. It can be produced reference materials to improve further the effectiveness of learning the English Language.

Practically, this study was used to give feedback for English teacher: that is, to describe students' weakness in teaching English, especially in enhancing students' speaking skill at the senior high school level. Therefore, the teacher can develop and improve his way of teaching and learning process.

E. Rationale

Speaking is one of four necessary skills in learning foreign language beside listening, reading and writing (Azadi, 2015). Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Burns & Joyce, 1997). Speaking is one of four basic skills in learning the foreign language besides listening, reading and writing. Usually, a

student in an EFL context does not use the word in authentic situations. They have an inability in communicating appropriately and correctly. This leads to student lack self-confidence and avoidance when interacting with native English speakers (Oradee, 2012). Speaking is merely the physical embodiment of an abstract system or the grammatical system of language or both (Widdowson, 1996, p. 54).

A method is one of the tools to achieve the goal (Darsono, 2000, p. 24). A process of learning is a knowledge of the ways of teaching used by teachers or instructors. Another understanding says that the method of learning is a presentation technique that is mastered by the teacher to teach or present learning materials to students in the classroom, either individually or in groups so that the lesson can be absorbed, understood and used by students well (Ahmadi, 1997, p. 52). A method is an umbrella term that integrated theory and practice. It is the relationship between expert theories to classroom materials and activities while procedure as technique and the practical executions in the classroom that was developed eventually from approach and design (Richards and Rodgers, 1982).

Suggestopedia is a specific learning method derived from Suggestology, which Lozanov describes as a “science concerned with the systematic study of the non-rational or nonconscious influences” that human beings are continually responding to (Stevick 1976, p. 42). Suggestopedia focuses on a fun and successful learning process. Suggestopedia outlines new ways to facilitate learning through the integration of art elements and targeted achievements, regardless of what subjects are taught. Some of the techniques he uses to provide positive suggestions include comforting students, setting up background music in the classroom,

increasing individual participation, using posters to give a great impression while accentuating information, and providing teachers who are well trained in the art of teaching suggestion (Abdurrahman, 2005, p. 14).

There are four procedure of suggestopedia method in the classroom : the procedures are presentation (a discussion of previously learned material could be conducted first, involving micro-studies or macro-studies in the real practice to make an integrated teaching procedure.), the first concert (involves the active presentation of the material to be learned), second concert (students are now guided to relax and listen to some baroque music, use of the dialogues for more conventional language work), and practice (review and consolidate the learning using a range of role-plays, games, puzzles, etc) (Lozanov, 1978, p. 272).

Meanwhile, student's responses are the students' opinion towards class activities and tasks which are given by the teachers (Stevick 1976). Student's responses is the behavior of a person or student against the events experienced in the environment around (Omear Hamalik, 2011, p. 2). Students relax and feel positive suggestion and encourage creativity from the students (Lozanov, 1970). Students realize that they can learn, that learning need not be frustrating, and they can be helped to develop their full potential (Brownlee, 1987).

F. Previous Studies

This research focused on teaching English speaking using suggestopedia method in the learning process. There is five research related to the suggestopedia method to improve students' speaking skill.

The first research by Paramitha (2016) showed teaching speaking is an exciting and challenging duty for the teacher. An EFL teacher is asked to be more creative with flexible lesson planning in teaching this skill, there are many ways to teach English, one of the ways is applied positive suggestion by applying suggestopedia method in teaching speaking, so students can feel comfortable and fun when learning process then students can be more active and spontaneously speak without fear of making mistakes.

The second research by Seelan (2011) showed suggestopedia is exciting methods and can motivating for students; therefore students' do not feel bored, uncomfortable, nervous and shy to learn English. With confidence, students can speak what they want to talk. They feel brave to express their ideas and feeling. A first stage in building up the confidence to speaks to think about the job of speaking, what tools you will use, and what effects you aim to achieve.

The third research by Tarihi (2015) showed that suggestopedia is teaching method that mobilizing reserves of the subconscious and in favour of comfort in learning environment, and with emphasis on communication and time saving for learning and aiming to reveal students' potentials they cannot realize, and based on motivating affective domain behaviours of students by appealing to emotions.

The next research by Osman (2017) tackled and analyzed the factors that represent obstacles against the success of Suggestopedia as a method for ELT in the global classroom from various perspectives and reveals the indicators of this inefficiency in 2017. The factor includes Demographic Factor (age categories,

geographical location), Socio-cultural Factors, Psychological Factors, and Metalinguistic Factors.

The last research by Zaid (2014) represented the use of suggestopedia method in ELT classroom in Saudi Arabia to cultivate students' motivation, to increase students' memorizing ability and improve their speaking skill, then discusses suggestopedia in class including discussion about foreign language learning process, and next part shows the benefit and drawbacks of suggestopedia and show through the following principles (learning environment, the roles of teachers and students, target language aspect, the use of mother tongue and teaching materials).

In summary, there are similarity and differences between this research and the five previous types of research. The similarities are to examine how teachers applied positive suggestion to make interest and motivate in teaching through suggestopedia method implementation. On the other hands, the differences can be found in the environment such as different country. The five types of research are not only devoted to EFL student but in the global classroom also, and the purpose and the level of school or participants of the study. Therefore, it makes every research has a different purpose or principle. This study will be focusing on the procedures and student's responses in the learning process using suggestopedia method.